

8160  
(WO150/NM910)

February 7, 1997

Memorandum

To: All State Directors, and Center Directors

From: Gilbert J. Lucero, Technical Advisor, NACU Program (NM910)

Subject: Native American Colleges and Universities (NACU) Program and  
implementation of Executive Order (EO) Number 13021, "Tribal Colleges  
and Universities" DD: 2/24/97

On October 19, 1996, President Clinton signed EO No. 13021 "Tribal Colleges and Universities" (Attachment 1), which sets a comprehensive agenda for American Indian education programs~ The Opportunities to use federal sector resources to more fully accomplish objectives are set forth in the Order.

Recently, on January 16, 1997, interior agency representatives met and developed "action items" or agencies to accomplish achievement of EO 13021 (Attachment 2). This Memorandum provides background information as a briefing for BLM field officials on this Order and the NACU program, and to solicit critical baseline information on existing and past workload efforts by each State Office that will clarify "Field Office Needs Assessments" and enable the development of a "Five Year Plan," as required by the Order.

Please review the enclosed materials and complete the "Performance Report for Fiscal Years 1995-96" (Attachment 3), using data from your state or organizational unit to fill in the grids. Please note that this workload may require collaboration among human resources, procurement, and other staffs. It is suggested that State Offices make telephone contacts with their appropriate field offices to secure information, given the extremely brief response time.

If you have questions regarding this memorandum or about the requested feedback requirements, please feel free to seek assistance from Elba Garcia-Burke (505) 438-7608, National NACU Program Manager, NM910; Bruce Crespín (505) 438-7483, NACU Program Assistant, Native American Office, WO150; or Bonnie Galiahan (202) 452-7707, Headquarters NACU Liaison, WO880.

Please submit completed "Performance Reports for 1995-96" no later than February 24, 1997, to Bruce Crespín, BLM, New Mexico State Office, Native American Office, NM911, P.O. Box 27115, Santa Fe, New Mexico 87202-0115.

Thank you in advance for your efforts to provide this critical information that will allow the development of a "Five Year Plan" for BLM that will comprehensively involve both ongoing and newly-developed agency interactions with tribal colleges and universities and students from Native American communities.

/s/ Gilbert J. Lucero, Associate State Director

NACU Program Technical Advisor

4 Attachments

- 1 - Executive Order 13021, 'Tribal Colleges and Universities' (4 pp)
- 2 DOI planning meeting and action items (5 pp)
- 3 Performance Report: FY 95-96 (14 pp)
- 4 - DOI Press Release dated 10/21/96 (2 pp)

cc:

wo (880, Bonnie Gallahan) w/attachments  
wo (150, Lynn Engdahl) w/attachments  
NM (110, Elba Garcia-Burke) w/attachments

Presidential Documents

Executive Order 13021 of October 19, 1996

Tribal Colleges and Universities

By the authority vested In me as President by the Constitution and laws of the United States of America, in reaffirmation of the special relationship of the Federal Government to American Indians and Alaska Natives, and, for the purposes of helping to: (a) ensure that. tribal colleges and Universities are more fully recognized as accredited institutions, have access to the opportunities afforded other instutions, and have Federal resources committed to them on a continuing basis: (b) establish a mechanism that will increaSe accessibility of Federal resources for tribal colleges and universities in tribal communities; (c) promote access to high-quality educational opportunity for economically disadvantaged students; (d) promote the preservation and the revitalization of American Indian and Alaska Native languages and cultural traditions; (e) explore innovative approaches to better link tribal colleges with early childhood, elementary, and secondary education programs; and (f) support the National Education Goals (20 U.S.C. 5812), it is hereby ordered as follows:

Section 1. Definition of Tribal Colleges and Universities. Tribal colleges and universities ("tribal colleges") are those institutions cited in section 532 of the Equity in Educational landgrant Status Act of 1994 (7 U.S.C. 301 note), any other institution that qualifies for funding under the Tribally Controlled Community College Assistance Act of 1978, (25 U.S.c. 1801 et seq.), and Navajo Community College. authorized in the Navajo Community College Assistance Act of 1978. Public Law 95-471, title II (25 U.5,C 640a note).

Sec. 2. Board of Advisors. (a) Establishinent. There shall be established in the Department of Education a Presidential advisory committee entitled the President's Board of Advisors on Tribal Colleges and Universities ("Board"). Notwithstanding tile provisions of any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act. as amended (5 U.S.C. App.), with respect to the Board, shall be performed by the Secretary of Education ("Secretary"), in accordance with the guidelines and procedures established by the Administrator of General Services.

(b) Composition, The Board shall consist of not more than 15 Members who shall be appointed by the President. The Board shall include representatives of tribal Colleges. The Board may also include representatives of the higher, early childhood, elementary, and secondary education communities; tribal officials; health, business, and financial institutions; private foundations; and such other persons as the President deems appropriate. Members of the Board will serve terms of 2 years and may be reappointed to additional terms. A Member may continue to serve until his or her successor is appointed. In the event a Member fails to serve a full term, an individual appointed to replace that Member will serve tie remainder of that term, All terms will expire upon the termination of the Board.

(c) Role of Board. The Board shall provide advice regarding the progress made by Federal agencies toward fulfilling the purposes and objectives of this order. The Board shall also provide recommendations to the President and the Secretary at least annually on ways tribal colleges can:

(1) utilize long-term development, endowment building, and master planning to strengthen institutional viability;

(2) utilize the Federal and private sector to improve financial management and security, obtain private sector funding support, and expand and complement Federal education initiatives;

(3) develop institutional capacity through the use of new and emerging technologies offered by both the Federal and private sectors;

(4) enhance physical infrastructure to facilitate more efficient operation and effective recruitment and retention of students and faculty; and

(5) help achieve National Education Goals and meet other high standards of education accomplishment.

(d) Scheduled Meetings. The Board shall meet at least annually to provide advice and consultation on tribal colleges and relevant Federal and private sector activities, and to transmit reports and present recommendations.

Sec. 3. Office of White House Initiative. There shall be established in the Department of Education the White House Initiative on Tribal Colleges and Universities ("Initiative").-The Initiative shall be authorized to: (a) provide the staff support for the Board;

(b) assist the Secretary in the role of liaison between the executive branch and tribal colleges;

(c) serve the secretary in carrying out the Secretary's responsibilities under this order; and

(d) utilize the services, personnel, information, and facilities of other Federal, State, tribal, and local agencies with their consent, and with or without reimbursement, consistent with applicable law. To the extent permitted by law and regulations, each Federal agency shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of the order.

Sec. 4. Department and Agency Participation. Each participating executive department and agency (hereinafter collectively referred to as "agency"), as determined by the Secretary, shall appoint a senior official, who is a full-time officer of the Federal Government and who is responsible for management or program administration, to serve as liaison to the White House Initiative. The official shall report directly to the agency head or agency representative on agency activity under this order and serve as liaison to the White House Initiative. To the extent permitted by law and regulation, each agency shall provide appropriate information in readily available formats requested by the White House Initiative staff pursuant to this order.

Sec. 5. Five-Year Federal Plan. (a) Content. Each agency shall, in collaboration with tribal colleges, develop and document a Five-Year Plan of the agency's efforts to fulfill the purpose of this order. These Five-Year Plans shall include annual performance indicators and appropriate measurable objectives for the agency. The plans shall address among other relevant issues:

(1) barriers impeding the access of tribal colleges to funding opportunities and to participation in Federal programs, and ways to eliminate the barriers;

(2) technical assistance and information that will be made available to tribal colleges regarding the program activities of the agency and the preparation of applications or proposals for grants, cooperative agreements, or contracts; and

(3) an annual goal for agency funds to be awarded to tribally controlled colleges and Universities in:

(A) grants, cooperative agreements, contracts, and procurement;

(B) related excess property-type acquisitions under various authorities such as section 923 of the Federal Agriculture Improvement and Reform Act of 1996 (7 U.S.C. 2206a) and the Federal Property and Administrative Services Act of 1949, chapter 288, 63 Stat. 377 (codified as described at 40 U.S.C. 471 note); and

(C) the transfer of excess and surplus Federal computer equipment under Executive Order 12999,

In developing the Five-Year Plans required by this order, agencies shall strive to include in all aspects and activities related to the attainment of the participation goals described in Executive Order 12928, Promoting Procurement with Small Businesses Owned and Controlled by Socially and Economically Disadvantaged Individuals, Historically Black Colleges and Universities and Minority Institutions." The Plans may also emphasize access to high-quality educational Opportunity for economically disadvantaged Indian students; the preservation and revitalization of American Indian and Alaska Native languages and cultural traditions; innovative approaches to better link tribal colleges with early childhood, elementary, and secondary education programs; and the National Education Goals,

(b) Submission. Each agency shall submit its Five-Year Plan to the White House Initiative Office. In consultation with the Board, the White House Initiative Office shall then review these Five Year Plans and develop an integrated Five-Year Plan for Assistance to Tribal Colleges, which the Secretary shall review and submit to the President. The Five-Year Plan for Assistance to Tribal Colleges may be revised within the 5-year period.

(c) Annual Performance Reports. Each agency shall submit to the White House Initiative Office an Annual Performance Report that shall measure each agency's performance against the objectives set forth in its Five-Year Plan. In consultation with the Board, the White House Initiative Office shall review and combine Annual Performance Reports into one annual report, which shall be submitted to the Secretary for review, in consultation with the Office of Management and Budget.

Sec. 6. Private Sector In cooperation with the Board, the White House Initiative Office shall encourage the private sector to assist tribal colleges through increased use of such strategies as. (a) matching funds to support increased endowments;

(b) developing expertise and more effective ways to manage finance, improve information systems, build facilities, and improve course offerings; and

(c) increasing resources for and training of faculty.

Sec. 7. Termination. The Board shall terminate 2 years after the date of this Executive order unless the Board is renewed by the President prior to the end of that 2-year period.

Sec 8. Administmtion. (a) Compensation, Members of the Board shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in Government service (5 U.S.C, 5701-5707).

(b)Funding. The Board and the Initiative shall be funded by the Department of Education.

(c) Adminstrative Support. The Deparrtnent of Education shall provide appropriate administrative services and staff support for the Board and the Initiative. With the consent of the Department of Education, other agencies participating in the Initiative shall provide administrative support to the White House Initiative Office consistent with statutory authority and shall use of section 112 of title 3, United States Code, to detail agency employees to the extent permitted by law. The Board and the White House

Initiative Office shall have a core staff and shall be supported at appropriate levels.

/s/ William J. Clinton

White House  
October 19, 1996

United States Department of the Interior  
OFFICE OF THE SECRETARY  
Washington, D.C. 20240  
January 24, 1997

Memorandum

To: Meeting Participants  
Minority Higher Education Representatives

From: Dolores Chaco /s/Delores Chacorr  
Acting Director of Personnel

Subject: Implementation of Executive Order 13021

Attached is a copy of the meeting summary and action items that were discussed in the January 16, 1997, planning meeting. Also attached is a diskette and a hard copy for completion of the FY 1995-96 Performance Report for Tribal Colleges and Universities (TCUs), along with detailed instructions.

In order for us to meet the March 31, 1997 deadline. we ask that you submit the FY 1995/96 Performance Report to this office by COB March 3,1997 to Carolyn Cunningham, Mail Stop 5221, Main Interior Building or in Room 5229.

If you have any questions or need additional information, please feel free to contact me on 208-6403 or Ed Simermeyer on 208-7956

Attachments

## Agenda

10:00 a.m.	Welcome.....Dolores Chacon
	Purpose of Meeting
10:10 a.m	Background of Executive Order.....Faith Roessel
10:20 a.m.	Implementing E.O. 13021 OM DOI.. . . Dolores Chacon
	Plans
	Reports
	Coordinating Roles
10:50 a.m.	Next Steps.....Dolores Chacon

Department of the Interior  
Planning Meeting - Executive Order 13021 for Tribal College  
January 16, 1997  
10:00 a.m - Room 5160

ATTENDEES:

Dolores Chacon	PNS	(202) 208-8403
Faith Roessel	los	(202) 208-5904
Ed Simermeyer	PNS/ED	(202) 208-7956
Carolyn Cunningham	PNS	(202) 208-3866
William Mehojah	BIA/OIEF	(202) 208-8123
Pat Parker	NPS	(202) 208-5475
Barbara McDowell	BOR	(202) 208-4733
Betty Johnson	BOR	(202) 20a-3968
Jim Martin	OIEP	(202) 208-3550
Gary Martin	OIEP	(202) 208-1127
Bonnie G~lahan	BLM	(202) 452-7707
Rosa Thomas	MMS	(703) 787-1314
Maria Mitchell	OSM	(202) 208-2865
James Joiner	OSM	(202) 208-5897
Bob Faithful	NPS	(202) 208-7555
Dan Harrison	NPS	(202) 208-3090
Norman Schmidt	USGS	(703) 848-5244
Sue Marcus	USGS	(703) 648-4437
Stephanie Mobley	FWS	(703) 358-2568

MEETING SUMMARY

The meeting was chaired by Dolores Chacon, Acting Director of Personnel. A copy of the agenda is attached. Following are highlights with actions items:

Dolores Chacon, Acting Director of Personnel, welcomed the participants to the meeting, asked everyone to introduce themselves around the table, and made some opening remarks about the executive order and the purpose of the meeting. The Office of National Service and Educational Partnerships falls within Human Resources and Dolores is responsible for making sure her office supports Department wide coordination of the the executive order and carries out their role in working with minority institutions. Her office will be involved in working closely with OIEP/BIA and the Office of American Indian Trust. It is good that those who are here as representatives of the agencies in DOI can generate

support for the EO in their respective agencies in terms of "how" to initiate activities rather than "Why" carry out the order. Currently, the departments are waiting on the Dept ED to set up an office and set out a schedule. Rather than wait on Dept ED, DOI is going to maintain the Secretary's momentum and take a lead role in supporting the EO by reporting on DOI successes in working with tribes and tribal colleges and ease the administrative burdens by planning with the agencies within DOI.

Faith Roessel discussed the background of the EO and pointed out the involvement of Secretary Babbitt in the successful completion of the EO and his leadership in chairing the Working Group on AI/AN. Ada Deer, DOI, was also involved through co-chairing the subgroup on education of the Working Group with Gerry Tirozzi, Assistant Secretary for Elementary and Secondary Education, DOE, and co-chair of the Sub-Group. Many Federal agencies worked together and the timing of the order was right. Tribal Colleges as organizations chartered by tribes represent an extension of self-governance. She pointed out specific parts of the EO that carry out these tribal themes that reflect the Administration's Indian Policy of government to government, such as the introduction that reaffirms "the special relationship, "the call for consultation in section 5 "in collaboration" with the tribal colleges. The development of the EO took negotiation among agencies on issues like 5 year rather than 1 year plans, inclusive goals supporting education at all levels, and the establishment of a Board of Advisors. Faith also supported Dolores' statement that DOI can't wait for Dept ED to get things totally in operation before beginning to act because Secretary Babbitt has displayed an ongoing commitment to the EO. In addition, DOI has had experience in tribal activities and has established operating networks with tribes. All agencies had made an agreement to support the Dept ED with resources which could be details, staff technical assistance, travel, supplies, etc. The Dept ED must be solely responsible for supporting the Board and staffing the Secretary of ED in carrying out the EO, as required by the FACA and the Treasury appropriations restrictions. Faith pointed out that Sections 3 and 8 addressed these issues of resources. Faith concluded by reminding the group that the Secretary would chair an upcoming Working Group meeting on 01-28-97 and the work that came out of this group today could be reported on behalf of DOI's implementation planning efforts.

Dolores addressed the issue of how should DOI plan to set some internal time lines for reporting and collecting information. Dolores suggested that the time lines complement other reporting schedules, such as HBCU and HSI. The suggestion was well received as logical and presenting minimal burdens which would probably lead to good response and participation from the agencies in DOI. Dolores cautioned that we would have to be sure to build in flexibility for what Dept. ED would require but that it was unlikely that there would be a major problem. The sense of the group supported the recommendation that Dept ED have flexibility in accepting changes and updates to the plans. The following dates were suggested consistent with reporting HSI and HBCU data, 03-31-97 DOI Accomplishment Report. 08-31-97: DOI 5 Year plan. These dates are coordinated with other higher Education activities reported by DOI and these 2 documents would allow DOI to take credit for what's being done with tribal colleges and serve as "benchmarks" for initiating 5 year plans or as a start-up inventory point.

Faith recommended that DOI should meet with tribal colleges after 03-31-97 so that there could be consultation as per Section 5. The benchmarks in the 03-31-97 report would allow tribal colleges to scan what's going on and prepare to highlight what they believe should be continued or expanded.

The thoughts that there should be some orientation about the tribal colleges, the tribal college act, Self-governance in education, brought general consensus. Possible times were the upcoming meeting of the college presidents in February in D.C. or a session in the spring within DOI involving presentations by BIA-OIEP and AI Trust Office. Dolores summarized that the purpose of the orientation would be to sensitize the agencies about issues in education and working with tribal college as tribal entities.

The need for Standard formats and goal setting was raised. It was noted that there could be some initial approach to reporting but that eventually Dept Ed might establish some requirements.

The Tribal College Journal was suggested as a means of improving communication and helping agencies learn more about tribal colleges.

The issue of what colleges are targeted in the EO was discussed. The institutions must meet the requirements in section 2 even though the EO is to benefit American Indians and Alaska Natives. There was discussion about areas, such as Alaska, that had no eligible tribal colleges and how the agencies would have to target those 29 colleges that met the criteria (listing attached).

The issues of nominating Board members were discussed and included ideas that consideration should be given to those areas that had no colleges but with which DOI had expansive activities such as Alaska. Most of the Board will be composed of tribal college representatives, as outlined in Section 3, but others can be appointed.

The BLM Resource Apprenticeship Program (RAPS) initiative was pointed out as a possible resource for internships for students.

It was suggested that American Indian Higher Education Consortium and the tribal college presidents join the DOI contacts for a breakfast or other less structured setting to get better acquainted with the president's priorities and make use of time while they are here in D.C.

There was discussion of 638 protocols and the technical amendments that cover education separately in consultation.

#### ACTION ITEMS

1. Briefing sessions with American Indian Trust and BIA-OIEP
2. Interim forms for reporting and planning (Dolores suggested that we use the same

general categories in developing a matrix that is used in the HBCU and HSI inventory of programs.)

3. Subscription for Tribal College Journal

4. Current status of EO be addressed at the Policy meeting and with the IMC representatives

5. Set up the first consultation with tribal colleges (after 03-31-97 or as soon as the reports are analyzed by Dolores office)

6. General thinking and discussions need to be ongoing with the group about what kind of information we would like to get from other colleges and how to work with other Communities, especially Alaska Natives et. al.

INSTRUCTIONS  
FOR COMPLETING THE  
FISCAL YEARS 1995-96  
DEPARTMENT OF THE INTERIOR'S  
PERFORMANCE REPORT  
ON  
AGENCY ACTIONS  
TO ASSIST  
TRIBAL COLLEGES AND UNIVERSITIES  
(TCUs)

Elements of FY 1995-96  
Agency Performance Report

Executive Summary

Part I:

A: Summary of Agency Awards by Category  
(Discretionary Awards)

B: Summary of Agency Awards by Category  
(Legislated or Formula-Driven Awards)

C: Total FY 1995-96 Awards

Table III: Summary of Agency Awards to TCUs,  
by Institution

Part II Awards and Listing of Narrative  
Information

Part III: Eliminating Barriers to Participation  
by TCUs in Federal Programs

Part IV: Other Activities

Definition of Terms

Due Date: MARCH 3, 1997

EXECUTIVE ORDER 13021  
TRIBAL COLLEGES AND UNIVERSITIES

FISCAL YEARS 1995-96 ANNUAL  
DEPARTMENT OF THE INTERIOR PERFORMANCE REPORT

ON AGENCY ACTIONS TO ASSIST  
TRIBAL COLLEGES AND UNIVERSITIES (TCUs)

INSTRUCTIONS AND GUIDELINES

EXECUTIVE summary: Develop a one or two-page summary of your agency's performance during FY 1995-96 regarding

- 1) Exemplary TCU programs or practices that could be replicated in other agencies;
- 2) Total awards to TCUs during FY 1995-96;
- 3) Other factors that may have added to the success of your agency's efforts to increase the participation, of TCUs in your agency's programs; and

PART I (A-A): Summary of Agency Awards, by Category  
Two forms are provided for reporting aggregated financial data. The first (Part I-A) should be used to report program funding that resulted from discretionary agency initiatives to strengthen TCUs. The second form (Part I-B) should be used to report program funding that is legislated or formula driven (or other programs over which funding allocations to particular schools the agency has no control). Information on discretionary and legislated program funding should be provided for all program categories supported during FY 1995-96.

These categories are:

- (1) Research and Development
- (2) Program Evaluation
- (3) Training
- (4) Facilities and Equipment
- (5) Fellowships, Internships Traineeships, Recruitment,  
and Arrangements under the Intergovernmental  
Personnel Act (IPAS)
- (6) Student Tuition Assistance, Scholarships, and Other Aid
- (7) Direct Institutional Subsidies
- (S) Third-Party Awards
- (9) Private-Sector Involvement
- (10) Administrative Infrastructure
- (11) Other Activities

To avoid duplication, information you give on funding amounts for any one program should be reported in only one program category. In cases of interagency transfers of funds, all agencies that are contributing to the Interagency agreement should report in section (11) under "other activities".

Part I-C: FY 1995-96 Summary of Agency Awards to TCUs, by Institution

Part I-C, is a form for listing TCUs and the amount your agency awarded to these institutions. This form should be used to list the total award to each TCU -- and should reflect one total for both discretionary and legislated or formula-driven awards.

#### PART 11: Awards and Narrative Information

For each of the 11 program categories named in Part I, please list activities continued from FY 1994 and 1995, and new initiatives implemented during FY 1995-96 for:

- (1) each of your agency's awards that are discretionary or that stem from initiatives specifically designed to strengthen TCUs; and
- (2) each of your agency's awards that are statutory, legislated, or formula-driven (funding categories over which the agency has no control)

For each activity or program category discussed in your annual performance report, please include specific dollar amounts, name and number of awards, name of TCU(s), and other relevant, measurable data.

\*\*\*Respond only to those categories your agency supports.\*\*\*

### PART III: Eliminating Barriers to Participation by TCUs in Federal Programs

In this Section, describe activities used to eliminate unintended regulatory barriers obstructing TCUs from taking part in programs Sponsored by your agency. Include workshops and other activities designed to single out Policies, practices, or regulations inhibiting TCUs from Participating in your agency's programs.

### PART IV: Other Activities

In this Section, describe Other activities that are not included in the above sections. In cases of interagency transfers of funds, all agencies that contributed to the Interagency Agreement should report their contributions under this section. Please do not include activities that were discussed earlier in this report.

A list of Defination of terms is attached.

By March 3, 1997, a copy of your performiance report should be received in this Office at mail stop 5221, Main Interior Building.

PART I - A SUMMARY OF AGENCY AWARDS BY CATEGORY: FY 1995

1. \_\_\_\_\_  
AGENCY

2. \_\_\_\_\_  
NAME/SIGNATURE OF REPRESENTATIVE TITLE

3. TOTAL UNIVERSE OF FUNDS FOR INSTITUTIONS OF HIGHER EDUCATION  
(IHE)\$\_\_\_\_\_

DISCRETIONARY AWARD (\$)

CATEGORY	AWARDS TO IHE+	AWARDS TO TCUs*	AWARDS TO TCUs As % OF TOTAL AWARDS TO IHES
1 Research & Development			
2. Program Evaluation			
3. TraininS			
4. Facilities and Equipment			
5. Fellowships internships Traineeships, Recruitment, and IPAs			
6. Student Tuiuion Assistance Scholarships and Other Aid			
7. Direct Institutional Subsidies			
8. Third Party Awards			
9. Private Sector Involement			
10 Administrative Infrastructure			
11. Other			

Total

AGENCY HEAD (TYPED)  
+IHE = Institutions of Higher Education  
\*TCUs = Tribal Colleges and Universities

AGENCY HEAD SIGNATURE

PART I-B SUMMARY OF AGENCY AWARDS BY CATEGORY: FY 1995

1. \_\_\_\_\_  
 AGENCY

2. \_\_\_\_\_  
 NAME/SIGNATURE OF REPRESENTATIVE TITLE

3. TOTAL UNIVERSE OF FUNDS FOR INSTITUTIONS OF HIGHER EDUCATION  
 (IHes) \$ \_\_\_\_\_  
 LEGISLATED OR FORMILA DRIVEN AWARDS (S)

CATEGORY	AWARDS TO IHE+	AWARDS TO TCUs*	AWARDS TO TCU As % OF TOTAL AWARDS TO
1. Research & Development			
2. Program Evaluation			
3. Training			
4. Facilities and Equipment			
5. Fellowships			
Traineeships			
Internships			
Recruitment, and IPAs			
6. Student Tuition			
Assistance			
Scholarships			
and Other Aid			
7. Direct Institutional			
Subsidies			
8. Third Party Awards			
9. Private Sector			
Involvement			
10. Administrative			
Infrastructure			
11. Other			

Total

AGENCY HEAD (TYPED) AGENCY HEAD SIGNATURE

+IHE = Institutions of Higher Education

\*TCUs = Tribal Colleges and Universities

PART I-C TOTAL AWARDS FY 1995

	IHE	TCUs
DISCRETIONARY	\$ _____	\$ _____
LEGISLATIVE	\$ _____	
TOTAL	\$ _____	

PART I-A SUMMARY OF AGENCY AWARDS BY CATEGORY: FY 1996

1. \_\_\_\_\_  
AGENCY

2. \_\_\_\_\_  
NAME/SIGNATURE OF REPRESENTATIVE TITLE

3. TOTAL UNIVERSE OF FUNDS FOR INSTITUTIONS OF HIGHER EDUCATION  
(IHES) \$\_\_\_\_\_

DISCRETIONARY AWARDS (\$)

CATEGORY	AWARDS TO IHE+	AWARDS TO TCUs*	AWARDS TO TCU As % OF TOTAL AWARDS TO
1. Research & Development			
2. Program Evaluation			
3. Training			
4. Facilities and Equipment			
5. Fellowships Traineeships Internships Recruitment, and IPAs			
6. Student Tuition Assistance Scholarships and Other Aid			
7. Direct Institutional Subsidies			
8. Third Party Awards			
9. Private Sector Involvement			
10. Administrative Infrastructure			
11. Other			

Total

AGENCY HEAD (TYPED) AGENCY HEAD SIGNATURE  
+IHE = Institutions of Higher Education  
\*TCUs = Tribal Colleges and Universities

PART I-B SUMMARY OF AGENCY AWARDS BY CATEGORY: FY 1996

1. \_\_\_\_\_  
 AGENCY

2. \_\_\_\_\_  
 NAME/SIGNATURE OF REPRESENTATIVE TITLE

3. TOTAL UNIVERSE OF FUNDS FOR INSTITUTIONS OF HIGHER EDUCATION  
 (IHes) \$ \_\_\_\_\_  
 LEGISLATED OR FORMILA DRIVEN AWARDS (S)

CATEGORY	AWARDS TO IHE+	AWARDS TO TCUs*	AWARDS TO TCU As % OF TOTAL AWARDS TO
1. Research & Development			
2. Program Evaluation			
3. Training			
4. Facilities and Equipment			
5. Fellowships Traineeships Internships Recruitment, and IPAs			
6. Student Tuition Assistance Scholarships and Other Aid			
7. Direct Institutional Subsidies			
8. Third Party Awards			
9. Private Sector Involvement			
10. Administrative Infrastructure			
11. Other			

Total

AGENCY HEAD (TYPED) AGENCY HEAD SIGNATURE  
 +IHE = Institutions of Higher Education  
 \*TCUs = Tribal Colleges and Universities  
 PART I-C TOTAL AWARDS FY 1996

	IHE	TCUs
DISCRETIONARY	\$ _____	\$ _____
LEGISLATIVE	\$ _____	
TOTAL	\$ _____	

## Definition of Terms

The following definitions should apply for the purpose of completing the FY 1995-96 Department of the Interior Annual Performance Report.

**Administrative Infrastructure:** The management and administrative framework of an institution of higher education.

**Agency:** All principal operating components, establishments, and agencies of the Department of the Interior.

**Award:** Funds that an agency provides to an institution of higher education under a grant, contract, or other assistance.

**Contract:** A legal instrument reflecting a relationship between an agency and an institution of higher education where the principal purpose is to acquire--by purchase, lease, or barter--goods or services -

**Direct Institutional Subsidies:** Federal financial support to institutions of higher education for education and general expenses where the federal government either places no restrictions on the uses to which the funds may be put or where the federal government provides a broad range of allowable activities Within which the institution has discretion to use the funds.

**Discretionary Award:** For the purpose of this project, a discretionary award is a federal department's or agency's voluntary use of appropriated funds to initiate a Specific program or project for a TCUs.

**Facilities and Equipment.** Structures, works, fixed equipment, major repairs, or alternations to: structures, works, fixed equipment, facilities, or land for use by an institution of higher education. Also included in this category are major repairs and alterations to these sites.

**Fellowships, Internships. Recruitment, Traineeships, and Arrangements under the Intergovernmental Personnel Act (IPAs):** Cooperative education, student and faculty internships, visiting professorships, and personnel and student recruitment at institutions of higher education.

**Formula Award:** A grant that an organization or individual is entitled to receive based on statutory or regulatory provisions, with the amount of the grant determined based on a formula.

Grant: The method of transferring Property, money, Services, or anything of value to a recipient in order to accomplish a public Purpose authorized by statute when the agency is not anticipated to be substantially involved in Performing the activity

Tribal Colleges and Universities (TCUs): Institutions of higher education Pursuant to Section 1 of Executive Order 13021 of October 19, 1996, Tribal Colleges and Universities, Federal Register, Vol. 61, No 206.

Institution of Higher Education (IHE): Any postsecondary education institution in the United States or its territories that offers at least two years of college-level studies. Qualified institutions are listed in the Education Directory: Colleges and Universities, Published by the National Center for Education Statistics.

Measurable Objectives: Agency activities or support for TCUs that can be quantitatively measured in dollar amounts or in discrete, non-financial units of measure.

Program Evaluation: Actions to assess the effectiveness of institutional programs and activities, as well as the effectiveness of federal programs and activities. In many cases program evaluation activities are conducted on a continuous basis and are frequently included as salaries or other budgetary expenses,

Research and Development (R&D) Studies, observations, and other activities concerned with the identification, description experimental investigation, and theoretical explanation of Social, physical, and behavioral phenomena, Implementation activities are also included in R&D.

Student Tuition Assistance, Scholarships, and Other Aid: Federal funds awarded to an institution of higher education for students or awarded directly to Students for payment of such charges as tuition and room and board.

Technical Assistance: Direct help or services to institutions of higher education in key areas Such as writing proposals, negotiating awards, managing programs and finances, and developing an TCUs' capabilities.

Third-Party Awards: Organizations or other entities receiving federal awards on behalf of one or more tribal colleges or universities. Examples of such entities include: the American Indian Higher Education Consortium (AIHEC); the American Indian College Fund (AICF), National Laboratories, such as Los Alamos or Lawrence Livermore; and various foundations and associations.

Training: Using professional personnel (Federal and non-Federal) to gain or enhance knowledge or skills at TCUs.

State/Institution	R&D	PE	Training	F&E	Fellows	SFA	DIS	TPA	PSI	AL	Other	Total
New Mexico												
Institute of American Indian Arts												
Crownpoint Institute of Techn												
Southwestern Indian Polystchnic												
Institute												
North Dakota												
Fort Bethold Community Col												
Little HoopCommunity COL												
Standing Rolck College												
Turtle Mountain Community Col												
United Tribes Technical Col												
South Dakota												
Cheyenne River Comm Col												
Oglala Lakota College												
Sinte Gleka University												
Sisseton Wahpeton Comm Col												
Washington												
Northwest Indian College												
Wisconsin												
College of the Menormine Nation												
Lac Courte Oreilles Ojibwa												
Committee College												
Grand Total												
Other (list School)												

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NEWS  
U.S. Department of the Interior

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President Clinton has signed an executive order that expands opportunities for federal assistance to tribal colleges and universities that serve approximately 25,000 American Indian and Alaska Native students. At the request of the White House, Secretary of the Interior Bruce Babbitt made the announcement in Phoenix, Az, today before the opening session of the National Congress of American Indians.

President Clinton's Executive Order recognizes, for the first time, a government wide federal commitment to tribal colleges. This order will: promote tribal sovereignty and individual achievement; strengthen tribal colleges and universities; offer expanded learning and future career opportunities for tribal members; improve tribal higher education so more tribal members will continue on to four-year institutions. This Executive Order also will advance National Education Goals and federal policy in Indian education.

President Clinton's approval of the Executive Order for Tribal colleges and Universities promotes the same successful strategies as two other higher-education Executive Orders that he signed for Historically Black Colleges and Universities in 1993 and the Hispanic Serving Institutions in 1994.

This executive Order Makes a solid connection between the Administration's Priority to improve education and its ongoing efforts to strengthen the government-to-government relationship with tribes and tribal self-sufficiency, said Babbitt, who chairs the Working Group on American Indians and Alaska Natives of the White House Domestic Policy Council.

We thank President Clinton for signing this Executive Order on behalf of American Indian Tribes and their youth, said Assistant Secretary for Indian Affairs Ada E. Deer, who co-chairs the working Group's Subgroup on Education. This action also promotes the preservation and revitalization of American Indian and Alaska Native languages and cultural traditions.

To carry out these goals, the order calls for the creation of a presidentially appointed board of advisors and a White house Initiative Office within the Department of Education. Each participation federal agency, including the Interior Department, will be required to prepare a five-year plan that details how it will assist tribal colleges in participating in federal programs, address barriers to funding opportunities, and eliminate inequalities and disadvantages. Annual progress reports also will be prepared by the agencies for review by the Secretary of Education in Consultation with the Director of the Office of Management and Budget.

Last Page  
List of Tribal Colleges  
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